DOCUMENT RESUME

ED 429 082 TM 029 577

| | |
|---|---|
| TITLE | Every Child Reading: An Action Plan of the Learning First Alliance. |
| INSTITUTION | Learning First Alliance, Washington, DC. |
| PUB DATE | 1998-06-00 |
| NOTE | 30p. |
| AVAILABLE FROM | American Federation of Teachers, 555 New Jersey Ave. NW, Washington, DC 20001 ($3). |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | Document Not Available from EDRS. |
| DESCRIPTORS | *Beginning Reading; *Educational Planning; Educational Research; Parent Role; Professional Development; Reading Achievement; *Reading Instruction; Reading Readiness; Research Utilization; *Skill Development; *Teacher Education; Teacher Role |

ABSTRACT

This action plan for reading success calls for educators, policymakers, and others to adopt practices that are consistent with available research on how to teach reading effectively. In early childhood, parents, care providers, and other community members should give children a strong base of cognitive skills related to print, background knowledge, and a love of books. In the first grade, common instructional practices are often inconsistent with the most current research findings. All students should be taught phonetic decoding strategies, although those who acquire reading easily can move through this instruction quickly. By second grade, children should be able to sound out short phonetically regular words, know many "sight" words, and have good reading comprehension skills. To foster these goals, educators and policymakers should work for better teacher education and professional development, increased parent participation, whole school adoption of effective research-based methods, improved diagnostic assessment, and increased reading research. (Contains 24 references.) (SLD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********